

**Next review: September 2023**

Welcome to our SEND Information Report. All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information is updated annually.

At the Genesis Trust we value all members of our school community. Our local offer is in accordance with the government's new Code of Practice for children with SEND. Currently we in our Trust we have children with needs in all 4 areas of the SEN Code of Practice (2014)

### What are Special Needs and Disabilities?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEND as follows:

*'A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child or compulsory school age or a young person has a learning difficulty or disability if he or she: Has a significantly greater difficulty in learning than the majority of others the same age, or Has a disability which prevents or hinders him or her from making use of facilities that are generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'*

Children whom have an area of need or a delay in 1 or more of the following areas:

- Communication and interaction.
- Cognition and Learning.
- Social, emotional and mental health.
- Sensory and/or physical.

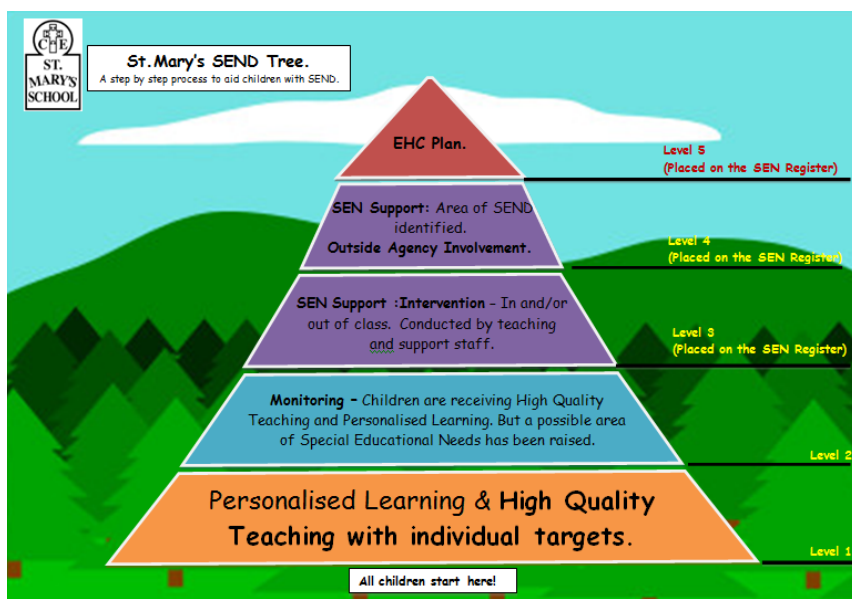
### Before a child with SEND joins the Federation:

Please contact our Office Manager Mrs Sue Newman 020 8 594 4003 if you have any general admission enquiries.

Before a child with SEN joins our schools, we contact their previous educational setting for an overview of the child's strengths and areas of development. We may also be in contact with outside agencies such as Speech and Language Therapy or the child's GP. If a child has an EHC plan prior to joining us, this will be reviewed and suitable support put in place prior to the child starting.

### How do we identify and support children with SEND in our federation?

Every staff member in the federation follows our SEND Tree, made specifically for our schools. Every child in our school starts on the bottom layer and benefits from 'High Quality Teaching' and 'Personalised targets.'



## **LEVEL 1 -**

1. **Every child in our school has the right to high quality teaching and individual targets.**
2. Teachers are able to identify and provide for pupils with special educational needs.
3. **All pupils will have access to an appropriately differentiated curriculum** and receive their full entitlement to any support identified (as far as this can be controlled by the school)
4. All pupils are **fully integrated into the activities of the school** so far as is reasonably practical and compatible with the efficient education of pupils with whom they are educated.
5. **Curriculum planning and assessment takes account of the type and extent of any difficulty** experienced by any pupil.
6. Pupils are encouraged **to take responsibility** with us for their learning.
7. Pupils' difficulties are identified as early as possible.
8. **Parents are informed** and involved as partners in their children's learning.
9. **Our Trust follows the 2010 Equality Act (amended 2012) and our accessibility policy can be found on our schools' websites.**

<https://www.legislation.gov.uk/ukxi/2012/2992/made>

## **LEVEL 2 -**



If a child reaches **LEVEL 2** of the tree when a **staff member or parent approaches the SENDCO with a concern** in 1 or more of the 4 areas of SEND: Communication and interaction, Cognition and Learning, Social, emotional and mental health, Sensory and/or physical.

Following this concern the following steps will be made in **LEVEL 2-**

- Teacher observations in class.
- Observations made by the SENDCO.
- Teacher/parent/SENDCO meetings.
- Your child's progress can be discussed by the class teacher and/or the SENDCO at **parent evenings and parent drop-ins**. Details of which can be found on the schools' websites.

St Margaret's SENDCO ([Linda Timhadjelt](#)) has over 13 years experience as a SEN teacher. She has been working with Hackney Learning Trust as an ASD Advisory teacher. She has gained a qualification in ASD at the University of Birmingham. She is able to provide guidance, support and strategies for children with Autism . She has trained in SCERTS, TEACCH, PECS, Intensive Interaction, HANDLE and floortime.

Beverly Hall, our Executive Head Teacher, is also in possession of the SENDCO qualification.

**If you have a concern regarding your child, you may contact St Margaret 's SENDCO: Linda Timhadjelt on 020 8 594 4003 or email: [linda.timhadjelt@genesistrust.net](mailto:linda.timhadjelt@genesistrust.net)**

### **LEVEL 3 –**



Once a child has been identified as having a difficulty or delay in 1 or more of the 4 areas of SEND (Communication and interaction, Cognition and Learning, Social, emotional and mental health, Sensory and/or physical.), they will be placed in a suitable intervention ran by a member of our support staff or teaching staff. **Our support staff are all highly trained in a range of SEND interventions including art/Lego therapy, speech and language and understanding Autism.** We also have access to learning mentors at both schools to work with children who have emotional and social difficulties. We also have a SEND speech and Language TA who is guided by our Speech and Language therapist. She comes in one day a week to support identified students with speech and language needs.

A guide to the interventions overview can be found here:

Please add interventions overview in here

<https://docs.google.com/document/d/1BxoWBcrilavqeAeuZPPbNhVnK0YuDMiz/edit>

**Regular reviews of these interventions will take place each term** alongside the class teachers' assessments. Children may be moved from their intervention. The frequency of their intervention may be increased or decreased and this will be in accordance with their progress.

### **LEVEL 4 –**



If a child continues to show difficulties in 1 or more of the 4 areas of SEN, (Communication and interaction, Cognition and Learning, Social, emotional and mental health, Sensory and/or physical.) a referral may be made to an outside agency. **All referrals are made with parent/carers consent.**

**Agencies currently being used across the Trust include:** Speech and Language Therapy, Social Inclusion Development Team, Early Help, CAMHS, Occupational Therapy, Social and Communication Clinic, Whitefield School Outreach support and Educational Psychologists.

All available outside agency details can be found within the London Barking and Daggenham SEND Local Offer:

<https://www.lbdd.gov.uk/local-offer>

**These agencies provide the school and parent/carers with objectives to follow to ensure progress is made by the child in 1 or more of the 4 areas of SEND.** Reviews of these objectives are made on a term by term basis in school and annually by outside professionals.

## **LEVEL 5 -**



This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an **Education, Health and Care Plan (EHC)**. This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through interventions on **LEVEL 3 or 4**.

### ***For your child this would mean:***

- The school (or you) can request that **Local Authority Services carry out a statutory assessment** of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the '**Panel of Professionals**' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to **write a report outlining your child's needs**. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your **child's needs are severe, complex and lifelong**. If this is the case, they will write an Education Health Care Plan (EHC).
- The **EHC Plan will outline the number of hours of individual/small group support your child will receive** from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.
- The **additional adult** may be used to support your child with whole class learning, run individual programmes or run small groups including your child.
- **Every EHC plan is reviewed annually**; all adults involved in the child's education, their parents/carers and the child themselves are involved in the reviewing process.

### **Transitions:**

Every child on **LEVEL 4** will be discussed at pupil progress meetings with class teachers and senior leadership. Children on **LEVEL 5** will be discussed in pupil progress meetings, annual reviews and they will have a transition meeting in the summer term where parents/carers can meet with their child's current and new teacher to ensure a smooth transition between year groups.

Children with an EHC plan in year6 will have a similar meeting with their secondary school of choice and the application for a secondary school place is sorted independently of non-EHC applications.

### **How do we consult parents of children with SEN and involve them in their child's education?**

Parents of children with SEN are consulted regularly through person centred reviews (annually), regular reviews, home and school contact, phone and email updates, and regular parent voice and questionnaires. The SEN staff make themselves available at parent evenings and other events to discuss their children's educational progress and wellbeing. They are also available after school to discuss any SEN related concerns.

### **How do we consult young people with SEN and involve them in their education?**

Students are involved in their own learning by attending person centred reviews and they are given regular student voice opportunities. Teachers and staff give consistent lesson feedback, in order to get

students communicating and making suggestions on how to improve their learning experience. SEN students are also offered key sessions with the learning mentor to discuss any concerns they have and share their opinions on how best we can support their needs. There are also opportunities for SEN students to be on the school council to voice their views. At the end of every term, the SEN pupils are invited to complete a SEN questionnaire.

### **How do we assess and review children and young people's progress towards outcomes?**

The progress of SEN students is closely monitored and data and reports are released and assessed termly during the autumn, spring and summer term. This is recorded and monitored closely, resulting in interventions being established and added where students need additional support in their learning. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Please click on the link below for more information on the Graduated approach that is used to assess children with SEND on page 8.

<https://www.lbld.gov.uk/sites/default/files/attachments/2014-08-26-EHC-Guidance-and-Pathways.pdf>

The SENDCO will also be available during parent's evenings to share the data and to discuss progress with the parents/carers.

### **What is our approach to teaching children and young people with SEN?**

Approaches and strategies for teaching children and young people with SEN include high quality teaching by staff who are either SEN trained or supported by the SENDCO. The curriculum across all year groups is broad, balanced and accessible for all SEN students. Classwork is personalised and tailored for SEN students so they can access the National Curriculum. There are opportunities for students to work in smaller groups, as well as 1:1 extra support with SEN TA's. Literacy and Maths interventions, such as Accelerated Reader and Toe by Toe, are running for SEN students. There are also before and after school targeted interventions for SEN students.

For more detailed information on the interventions available, please see the following document:

### **How are adaptations made to the curriculum and the learning environment of children and young people with SEN?**

Classwork is personalised for SEN students in order for them to access the curriculum. Examples of this include the use of visual aids, modified learning objectives, outcomes and learning scaffolds. A variety of resources are supplied and used in class to support students' achievement. These include, visual prompts, vocabulary lists, to-do-lists, now and next boards, etc.

There is also a fully equipped multi-sensory room with an interactive projector to support students' sensory needs. There is also a bespoke sensory outside learning area focussing on intensive interaction with students with significant SEND needs.

### **How are staff trained to support students with SEN?**

All staff at St Saviours have received in-house INSET training for SEN and ASC. SEN training provided by outside agencies, such as speech and language therapists and educational psychologists, are also organised. Support staff have received regular SEN training, and the school receives regular outreach support from Whitefield outreach service. The SENDCO and a number of support staff have qualifications in SERTS and The Teacch Approach (ASD strategies). There are also weekly CPD sessions for all SEN support staff.

### **How do you evaluate the effectiveness of the provision made for children and young people with SEN?**

The effectiveness of the provision is evaluated by consistent quality assurance through observations of lessons and interventions (immediate feedback is always given). Provision Mapping is used to log and track the effectiveness of support and interventions for individual SEN students. The school also has quality assurance visits from the SEN governor and input from professionals from the Whitefield Outreach team.

**What support do we provide for improving SEMH (social, emotional and mental health) needs?**

There are a variety of systems put in place to support social and emotional development. The school can make referrals to CAMHS, as well as having a learning mentor to support students SEMH needs. Early Help is another provider which the school has bought into. They provide immediate access to a social worker to support both students and their families when there is an urgent need for this to happen. We have a fortnightly speech and language therapist, as well as a learning mentor who runs both social skills and friendship groups. Each student has a student support plan and behaviour plan, where required, which is shared with all the school staff.

Bullying is consistently worked on; there are frequent assemblies on faith, equality, caring, truth, wisdom, forgiveness and respect.

**How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN needs and supporting their families?**

The school liaises closely with the Educational Psychologist, school nurse and the speech and language therapist. In terms of social care, there is liaison with social workers, the Early Help team and CAMHS. The Learning Mentor liaises with and supports families.

**What arrangements are in place for handling complaints from parents of children with SEN about the provision made at the school?**

Where parents and carers have serious concerns about the SEND provision of their child in our school, we encourage them to follow our SEND complaint policy which can be located on our website:

[https://docs.google.com/document/d/1BoF3lt4Q5euzOtwim\\_j7wG6LiHeRSKPo/edit#](https://docs.google.com/document/d/1BoF3lt4Q5euzOtwim_j7wG6LiHeRSKPo/edit#)

**Where can I find the local offer?**

The local offer for students with SEN can be found on the website. This will give a clear guidance as to which outside agencies are available within Waltham Forest SEND Local Offer:

<https://www.lbld.gov.uk/local-offer>

Our SEND information report follows the advice given by The SEND Code of Practice 0 – 25 – September 2015

6.79 – 6.83 Publishing information: SEN Information report

The SEN Code of Practice can be downloaded using the link below:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

**Where can I find information on (Special Educational Needs and Disability Information, Advice and Support Service) within the local authority****What external services can parent/carers access for support?**

Within Barking and Dagenham, there are many additional services that parents and carers can access. These include:

- Carers of Barking and Dagenham [www.carerscentre.org.uk](http://www.carerscentre.org.uk)
- Sycamore Trust [www.sycamoretrust.org.uk](http://www.sycamoretrust.org.uk)
- Health way centre [www.lbld.gov.uk/the-heathway-centre](http://www.lbld.gov.uk/the-heathway-centre)
- Just Say Parent/ Carer Forum [www.justsayparentforum.co.uk/](http://www.justsayparentforum.co.uk/)
- Autism links  
[www.autismlinks.co.uk/support-groups/group-support-east-of-england/barking-dagenham-parent-partnership-service](http://www.autismlinks.co.uk/support-groups/group-support-east-of-england/barking-dagenham-parent-partnership-service)



- Early Help [www.lbbd.gov.uk/early-help-and-support-for-families](http://www.lbbd.gov.uk/early-help-and-support-for-families)

Further information about services within the local authority can be found here:

[www.lbbd.gov.uk/sites/default/files/attachments/Useful-contact-numbers-for-parents.pdf](http://www.lbbd.gov.uk/sites/default/files/attachments/Useful-contact-numbers-for-parents.pdf)

If you do have any queries, please do not hesitate to contact the school office and ask for one of the following members of staff:

Linda Timhadjelt (SENDCO)

Sophie Bannon (Headteacher)

Beverley Hall (Executive Head)